



# St Jude's CofE Primary School English Reading - Knowledge and Skills Progression

Map of texts used in each year group to support reading:

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<b>Friends and Family</b> Full Full Full of Love So Much Big Hair, Don't Care The Great Big Book of Families	<b>Transport</b> Naughty Bus Emma Jane's Aeroplane Duck in the Truck	<b>London's burning</b> The Great Fire of London Great Fire of London poetry	<b>Roman Revolution</b> Escape from Pompeii Black Dog	<b>Phenomenal Pharaohs</b> There's a Pharaoh in our bath!	<b>The Groovy Greeks!</b> Theseus and the Minotaur The Odyssey	<b>Hard Times: The Victorians</b> Oliver Twist
Autumn 2	<b>Let's Celebrate</b> Bonfire Night Uncle Bobby's Wedding Dipals Diwali The Story of Hannukah The Nativity	<b>The Magic Toy Maker</b> Stanley's Stick That Bear belongs to Emily Brown Emily Brown and Father Christmas	<b>The Circus is coming to town</b> Leon and the Place Between Nell and the Circus of Dreams	<b>Living in London</b> A Walk in London Ice Palace	<b>Hold back the River</b> River Story The morning I met a whale	<b>One small step...</b> Zathura Little Leaders: Bold Women in Black History	<b>Extreme Earth</b> Floodland
Spring 1	<b>Mission impossible</b> Look Up Meet the Aliens The International Space Station Whatever Next Astro Girl	<b>Dinosaurs</b> Tyrannosaurus Drip The Girl and the Dinosaur She Rex	<b>Polar Explorers</b> Lost and Found The Emperor's Egg	<b>Invaders!</b> Beowulf The Rabbits	<b>Surviving the Stone Age</b> The Iron Man Stone Age Bone Age	<b>The Caribbean</b> Papa Bois The Story of the Windrush	<b>Ancient Africa</b> Benin Creation Myth Dragonology
Spring 2	<b>Under the Sea</b> Commotion in the Ocean Rainbow Fish Under the Sea The Pirate Mums An Exciting Week in Douglas' Park Deep Sea Diary Shark in the Park	<b>Ahoy There!</b> The Night Pirates Princess Swashbuckle	<b>Into the Wild...</b> Shakleton's Journey Matthew Henson Ocean meets Sky	<b>Location, Location Location</b> Gulliver's Travels	<b>Vicious Vikings</b> Odd and the Frost Giants There's a Viking in my Bed	<b>The Terrible Tudors</b> The Tempest Macbeth	<b>Migration and Movement</b> The Unforgotten Coat My Name is not Refugee
Summer 1	<b>Once Upon a Time</b> The 3 Ninja Pigs The King and the Knight Jill and the Beanstalk Rachel Isadoras Princess and the pea Ghanaian Goldilocks	<b>Maps Mastery</b> Me on the Map Martha Maps it Out Maps: from Anna to Zane The Once Upon a Time Map Book	<b>Seaside Surprise</b> The Owl and the Pussycat Lighthouse Keeper's Lunch	<b>The Amazing Amazon</b> The Window	<b>Chocoholics</b> Charlie and the Chocolate Factory Adisa 'Belonging'	<b>Keep calm and carry on</b> The Lion and the Unicorn	<b>From Morse to Mobiles</b> The Matilda Effect
Summer 2	<b>Our wonderful world</b> Park Life Shark in the Park Nimesh the Adventurer Coming to England Ivy & the Lonely Raincloud It Starts with a Seed	<b>Our Wonderful World</b> Bog Baby Super Worms	<b>Our Wonderful World</b> Dinosaurs and all that rubbish Somebody Swallowed Stanley Clean Up	<b>Our Wonderful World</b> Tin Forest Varmints	<b>Our Wonderful World</b> Westlandia Cinnamon	<b>Our Wonderful World</b> The Last Wild	<b>Our Wonderful World</b> The Boy in the Tower

**WORD READING**

	<b>Early Years</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Phonics</b>	<p>Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example</p> <p>Begins to develop phonological and phonemic awareness</p> <p>Continues a rhyming string and identifies Alliteration</p> <p>Hears and says the initial sound in words</p> <p>Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them</p> <p>Starts to link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee</p> <p>Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p> <p>Read words consistent with their phonic knowledge by sound-blending (ELG)</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)</p>	<p>Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes</p> <p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p>	<p>Recognise alternative sounds for graphemes</p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p>				

WORD READING							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Common Exception Words	Reads aloud simple sentences and books that are consistent with his/her phonic knowledge, including some common exception words (ELG)	Read many common exception words from (English appendix 1)	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)	Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)		

WORD READING							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Accuracy	Can read words consistent with his/her phonic knowledge by sound-blending (ELG)	<p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)</p> <p>Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending</p>	<p>Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes</p> <p>Read accurately words of two or more syllables that contain graphemes taught so far</p>				

WORD READING							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fluency	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)	<p>Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words</p> <p>Re-read phonically decodable books to build up fluency and confidence in word reading</p>	<p>Read words in age-appropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow him/her to focus on understanding rather than decoding</p> <p>Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading</p>			<p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>	<p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart</p> <p>Read age-appropriate books, including whole novels, with confidence and fluency</p>

WORD READING							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Prefixes and Suffixes		Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	Read words containing common suffixes	Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; (English Appendix 1)	Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1)		

**COMPREHENSION**

	<b>Early Years</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Vocabulary and Word Meaning</b>	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG)</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known</p> <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and corrects inaccurate reading</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading</p>	<p>Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words</p> <p>Understand what he/she reads independently by asking questions to improve his/her understanding of a text</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read</p>	<p>Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context</p> <p>Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials</p>	<p>Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context</p> <p>Understand what he/she reads by asking questions to improve his/her understanding of complex texts</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Understand what he/she reads by identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>

COMPREHENSION							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Retrieval</b>	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</p> <p>Describes main story settings, events and principal characters in increasing detail</p> <p>Re-enacts and reinvents stories they have heard in their play</p> <p>Knows that information can be retrieved from books, computers and mobile digital devices</p> <p>Is able to recall and discuss stories or information that has been read to them, or they have read themselves</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG)</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to talk about events in what is read or heard read and link them to his/her own experiences</p> <p>Retell some of a familiar story/rhyme, when being read to by an adult (one-to-one or in a small group)</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart</p>	<p>Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>Retrieve and record information from non-fiction</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>Retrieve and record information from non-fiction over a wide range of subjects</p>	<p>Retrieve, record and present information from non-fiction</p>	

COMPREHENSION							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Summary</b>	<p>Re-enacts and reinvents stories they have heard in their play</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG)</p>	<p>Explain clearly his/her understanding of what is read to him/her</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently</p>	<p>Explain what has happened so far in what he/she has read</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination</p> <p>Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices</p>	<p>Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration</p> <p>Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p>

COMPREHENSION							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Inference</b>	Re-enacts and reinvents stories they have heard in their play	<p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher</p> <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events</p> <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done</p> <p>Answer questions in discussion with the teacher and make simple inferences</p>	<p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering questions and making inferences on the basis of what is being said and done</p> <p>Make inferences on the basis of what is said and done in a book he/she is reading independently</p>	<p>Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these</p>	<p>Understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity</p> <p>Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text</p> <p>Understand what he/she reads independently by predicting what might happen from details stated and implied</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing</p> <p>Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Distinguish between statements of fact and opinion</p>	

COMPREHENSION							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Prediction</b>	Anticipate – where appropriate – key events in stories (ELG)	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by joining in with predictable phrases</p> <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far</p>	<p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by making plausible predictions about what might happen on the basis of what has been read so far</p>	<p>Understand what he/she reads independently by predicting what might happen from details stated</p>		<p>Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied</p>	<p>Provide reasoned justifications for his/her views</p>

COMPREHENSION							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Comparison</b>	Enjoys an increasing range of print and digital books, both fiction and non-fiction.	Participate in discussion about what is read to him/her, taking turns and listening to what others say	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related</p> <p>Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions and making links</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways</p> <p>Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes and conventions in a wide range of books</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book</p> <p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books</p> <p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning</p>

COMPREHENSION							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Reading for Pleasure</b>	<p>Enjoys an increasing range of print and digital books, both fiction and non-fiction.</p> <p>Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.</p>		<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination</p> <p>Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions</p>